

Multiple Intelligences Paper

This is essentially a writing project with a technology twist. In kindergarten, we write every day and in several different genres. While the students typically enjoy Writing Workshop, we do get into a rut at times. I am hoping that by adding the multimedia aspect to the writing, it will motivate the students to produce higher-quality written work. In terms of this project and the things it has to offer to different styles of learners, some learners will find it more appealing than others. This project will definitely appeal to the linguistic learner, and should also appeal to the spatial learner, and both interpersonal and intrapersonal learners. The project has some things to offer the bodily/kinesthetic learner and possibly the naturalistic learner. Logical/mathematical and musical learners may not find much appeal, however some modifications could be made to appeal to those learning styles as well.

Linguistic learners will definitely enjoy a project like this. For someone who likes reading, writing and telling stories, this is an ideal project. Students get to write their own story for this project, illustrate the story, practice reading the story to others, and have a chance to read the story into a recorder. The linguistic learners will have a chance to not only tell their story but present it in a few different ways.

The spatial learner should also enjoy this kind of project. Creating illustrations in two different mediums (i.e. paper/crayon and computer drawing program) will give spatial learners plenty of opportunities to work with color and pictures. Our writing process also includes some visualizing during the planning phase of writing, which should also appeal to the spatial learner.

When I created this project, I wanted to appeal to both interpersonal and intrapersonal learners, so I included an option to either work alone or work with a partner. I

know that are always students who do better with their writing when they can collaborate with a partner and bounce ideas off each other for both their pictures and their words. However, I know that there are also students who would much prefer a quiet corner to work alone. This project allows for both kinds of learners to express their preference.

The project will offer some opportunities to do things that bodily/kinesthetic learners like to do. The writing of the story itself does not fit well with this style of learning, however, using the computer drawing program offers much for bodily/kinesthetic learners. Drawing with a mouse on a computer screen is not the same as drawing on paper with crayons or markers. It is a very different experience, and often kids who have a hard time sitting and coloring do much better with creating images with a mouse on the computer screen.

When I planned this project, I allowed the students to choose to write a “small moments” story (which is personal narrative) or an “all about” book (non-fiction). Depending on the topic chosen, this project might be somewhat appealing to the naturalistic learner. While the project itself can’t be done outside, the student could choose to write an all-about book on a topic like bugs, flowers, or another more nature oriented topic. While it is not the same as a walk in the park, sometimes just a little tweak like this can be enough to get a student more interested and motivated to do something.

For logical/mathematical learners and musical learners, the project will probably miss the mark in terms of appeal to their learning styles. Writing does not offer much in the way of using numbers, solving problems, or exploring patterns and relationships. Nor does writing offer much for those learners who like to sing and listen to music and learn with rhythm, melody and music. However, I think that this project could be modified even more

to incorporate some options for these kinds of learners. A logical/mathematical learner could write a book of story problems, and perhaps a musical learner could somehow incorporate music and/or sound effects into their story.